MEMORANDUM FOR THE RECORD   Date: 22 September 1961

SUBJECT: OTR Educational Committee Meeting

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1.   The OTR Educational Committee met on 21 September at 1000 hours with all members in attendence except ▮▮▮▮▮▮▮ who is 25X1A9a attending OFC. Invited guests, because of their interest to the subject, were: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ interest was in the consideration the committee expected to give in lesson plans and the Vital Materials Program. Because of time limitations, this was referred to the next meeting.)

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2.   Composition of the committee has changed slightly in that I▮▮▮ 25X1A ▮▮▮▮▮ is now the alternate chairman, vice ▮▮▮▮▮▮▮▮▮ has been added as a representative from the Operations School since ▮▮▮▮▮▮ anticipates retirement from the committee. ▮▮▮▮▮▮ 25X1A9a is serving as both the A&E representative and temporarily as the representative from ▮▮▮▮▮▮▮▮▮ 25X1A6a

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3.   ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ gave a very fine briefing on the subject of the gaming techniques as applied to instructional methods of training. Each Committee member had been furnished advanced reading of a memo written by ▮▮▮▮▮▮▮ entitled, "Possible Applications of 25X1A9a Business Games in Agency Management Training". ▮▮▮▮▮▮ covered a number 25X1A of main points with respect to gaming, among which were: advantages and disadvantages; techniques of construction and use; feedback and critiquing techniques are most effective and potent when stemming from the students in addition to the instructor; a game is never a complete course in itself, but normally used as a part of a course as a technique or method of instruction therein; the distinctions between gaming and live problems, role playing, and case studies.

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4.   ▮▮▮▮▮▮▮▮▮ briefed the group on some impressions about the current status of programmed learning, which he had gained while attending the annual convention of the American Psychological Association in New York City earlier this month. Almost all the studies confirmed the general belief that programming reduces learning time. Other studies emphasized such less widely recognized values of programming as these: programming forces those responsible for training to be explicit about what they aim to teach; it helps instructors to understand better the 25X1A learning process; and it provides standards of instruction. ▮▮▮▮▮▮▮ pointed out that psychologists seem fully aware of the need for further research on problems of programming, particularly on the problem of specifying training objectives. He then reported several practical suggestions voiced by experienced programmers: 1. Don't be afraid to use technical personnel, who can be quickly taught to program 2. Stick to

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content that is least likely to be changed 3. Train teachers in the
method before you ask them to use it in class 4. Recognize that programming
is only one among many teaching aids 5. Program only portions of a course

25X1A9a at a time. At the end, ████████████████ reported on the
progress they are making on their own programming efforts -- "Intelligence
Research Techniques" and "Observation and Description".

  5. Interest of the Committee members was expressed in the possi-
bility of visiting the instructional and training aids set-up at Ft.
Belvoir. Plans will be made to request official approval for organizing
and conducting such a visit ███████████████████

Educational Specialist   25X1A9a

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